**The Core and MORE Instruction Checklist**

|  |  |
| --- | --- |
| **The CCSS Standard:5 MD.1**  **The Envision Lesson: 12-1: Using Customary Numbers** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| 10 pound bag of potatoes | Customary Units of Length:  Foot  Inch. Half inch, Quarter Inch, Eighth Inch  Yard  Metric Units of measurement. |
|  | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| How many potatoes long is your desk?  How many potatoes long are you?  Read the picture book about the “King’s Bed.” I am not sure if that is the title, but the king had a bed made for the queen that was 6 feet long. Unfortunately, the man who made the bed had very short feet and the bed was too small.  Customary Units of Measurements have been standardized.  What are the differences between inches, feet and yards? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary?   Create a large Inch.  Give each student a long piece of paper, 4X11 ½ inches long. Then talk about it being an inch from an ant’s point of view. Everyone folds it in half. What do you have? Label ½ and 2/2. Draw a center line that is long (imitating the line on a ruler).  Now fold the paper one more time, make sure it is the same direction so that you have 4 sections that are side by side. Discuss the difference. There are four sections instead of two.  Draw lines and labels to indicate ¼, 2/4, ¾, and 4/4.  Point out that 2/4 and ½ are equivalent.  Let students measure their pencil to the nearest Giant half inch, or the nearest Giant quarter inch.  Ask the students if they are ready to do another fold. What will it be?  Altogether, fold the paper in half, then in fourth and then make one more fold to make it eighths.  Draw shorter lines to represent the eighths, and then label. Be sure to point out the equivalent fractions:  1/8, 2/8, 3/8, 4/8, 5/8, 6/8, 7/8, 8/8  ¼ 2/4 ¾ 4/8  ½ 2/2  With the giant inch piece of paper, show the students how to fold it back as they measure things in their tote tray to the nearest ½ inch, or the nearest quarter inch, or the nearest eighth inch.   1. How will you provide multiple opportunities for vocabulary to be used in context?   Cut the potato to show ½, ¼, 1/8  Make a connection to their ruler and how each inch has divisions in each one. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Use a real ruler to practice measuring the length of a large paper clip. Be sure to show the students how to line up the end of the paper clip to the zero.  Then measure other things in their tote tray. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Using the document camera, you are demonstrating to the students how to use the ruler.  Do measurements together on the reteach paper. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *Work in small groups on the measurement assignment with the practice page.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Quiz to see if students are understanding concept. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| \*Have different things available for students to measure objects with, such as potatoes, unifix cubes, staplers, a cut out of a large hand, a cut out of a small hand, etc.  \*Have rulers available so students practice measuring various lines or objects to the nearest inch, half inch, quarter inch and eighth inch. | |
| **HOMEWORK** | |
| Measure a dog. Read the picture book about a young lady who takes numerous measurements of her dog. The height, length, ear length, tail length and other things. If the student does not have a dog, they can measure another object that they have in their home. | |